

Oak Hill School
ANNUAL REPORT
1975-1976



The Connecticut Institute
For The Blind

Oak Hill School

Founded 1893

ANNUAL REPORT

September 1, 1975 – August 31, 1976

THE CONNECTICUT INSTITUTE FOR THE BLIND

Frank Johns, Jr., Superintendent

120 Holcomb Street
Hartford, Connecticut 06112

Area Code 203
Hartford 242-2274



GENERAL INFORMATION

Oak Hill School, founded in 1893, is a residential and day school conducted by The Connecticut Institute for the Blind, a privately operated, nonprofit organization. Although private in structure, the Institute cooperates with state and other agencies in providing special services for the blind and multihandicapped blind. Connecticut, as well as out-of-state children with visual impairments—and additional handicaps including deafness, mental retardation, orthopedic, neurological, emotional and learning disabilities—may be considered for enrollment if it is determined that our program would best meet their needs. Education, therapies, ancillary services, room and board are provided without charge to parents. Arrangements may be made for weekend care of students who are unable to return to their homes.

The curriculum for students, ages 3 through 21, ranges from early childhood education through high school and includes prevocational and vocational training, orientation and mobility, daily living skills, physical education, swimming and recreation. Individual programs are tailored to the specific needs of each child. A highly specialized program for deaf-blind children emphasizes the development of self-help skills, communication skills and optimal use of the remaining senses. Younger children are taught in self-contained classrooms. Wherever possible, older students are integrated with students who are not deaf.

Among the major services offered to students who need them are physical, occupational, speech and music therapies. Medical, dental and psychiatric consultants provide services commensurate with their respective specialties. A modern four-bed infirmary, with three registered nurses providing 24-hour service while school is in session, includes fully equipped dental and examining rooms.

The Work Experience Program is designed to allow older students to explore the world of work, develop marketable skills and receive experience in an actual part-time job setting while continuing their studies at Oak Hill. Ongoing reinforcement of daily living skills is a vital component of the total program.

A summer program, conducted on campus for a period of five weeks, enables young blind multihandicapped children to practice acquired skills and learn new ones. The camp program in Waterford, Connecticut, affords young people from Oak Hill and other schools, as well as adults, numerous diversified opportunities for summer enjoyment during each of the sessions in a campsite setting of over 100 acres on Long Island Sound.

A large portion of the Institute's income is derived from endowment funds and special gifts. Other revenue comes from the state which provides tuition for each Connecticut student enrolled at Oak Hill and, at times, grants funds for projects such as new buildings, renovation of existing facilities, etc. Additional monies are received through federal grants and from an annual fund-raising campaign.



THE PRESIDENT'S MESSAGE

The year 1975-1976 at Oak Hill was a special time of looking back and looking ahead. It was a time of looking back over our shoulders in the sense that Frank Johns's long and fruitful period of service as Superintendent began drawing to a close. It is often said that an institution is largely the length and shadow of a man (or woman). So Oak Hill today is to a significant degree what Mr. Johns has made it over the last thirty years. No one who knows us can fail to be grateful for what he has accomplished among us in serving a full generation of blind and multi-handicapped students, taking each one seriously as a person, and helping them all find their way to the fullest possible growth.

The year was also a time of looking forward. The major task faced by the Board of Directors in these months was searching for a new leader to take the helm in January, 1977. As 1975-1976 ended, it was decided to call Dr. Lars Guldager of Lexington, Massachusetts to assume this task. We have every confidence in him. With his rich background of study and experience here and in Europe, his personal warmth and concern, and his vigor of youth, we feel an exciting and creative future lies before us.

The purpose of Oak Hill always has been to assist young people with blindness and other handicaps to lives of dignity, purpose, and as much independence as they can achieve. God willing, we aim to hold to that high purpose, and rejoice in the large number of those who share that sense of purpose and devote themselves to it.

Robert L. Edwards

Robert L. Edwards
President

THE SUPERINTENDENT'S MESSAGE

Oak Hill School is interested in providing a strong educational program for children with visual impairments. During the 1975-76 school year, services were improved by major changes in the program of individually guided education which became the responsibility of the entire team of classroom teachers, by the establishment of classes in personal and social development, by increasing staff services for pupils with learning disabilities, by placing more emphasis on vision training and the use of visual aids, and by the writing of individual child plans for each deaf-blind child.



One of the high points of the year was the student-staff planned celebration of the country's Bicentennial. Of wide scope and high quality, it involved all Upper School and selected Lower School students in a year of activities related to our national heritage.

Fiscal matters, of necessity, play an important part in the operation of any school and Oak Hill was no exception. I am pleased to report that the year brought a substantial increase in our endowment funds. In addition, funds that were appropriated by the 1975 Legislature were released for planning the project to renovate the plant to meet fire and safety codes and it was put out for bid in October of 1976.

During the year we changed from a cash to an accrual method of accounting and from an object and function budget to a program budget. As part of the new accounting system, the business office assumed the bookkeeping and accounting functions for the General Fund and for the endowment and similar funds. These changes made for a more comprehensive and efficient accounting system and made significant figures more readily available for budgetary purposes.

The Institute's program was greatly enhanced by funds received from gifts and bequests, government agencies, money realized from a direct-mail fund drive, a special appeal to help subsidize the camping program, and the myriad of services performed by volunteers—including twenty-one dental specialists whose services provided a valuable contribution to the dental care program.

In bringing my thirty years at Oak Hill to a close, I want once again to express my gratitude and appreciation for the backing and support given by a dedicated staff, a concerned and interested parent-teacher group, a loyal and supportive alumni association, the Board of Education and Services for the Blind and other state departments that have supported our various programs and project requests, the Ladies' Visiting Committee, the Executive Committee, the Directors and Corporators.



Frank Johns, Jr.
Superintendent



A CAPSULE VIEW

Over 30 years . . .	Sponsorship of the annual Christmas Party by the Lions Club of Hartford.
2,518	Library selections circulated among students.
551	Applications for employment processed and 26 positions filled.
48	Cities and towns in Connecticut reflected in our enrollment.
14	Teachers, school aides and houseparents participated in the Partial-Tuition Reimbursement Plan.
36	Students with congenital cataracts, the major cause of blindness among our enrollment.
6	Parents or family representatives completed an introductory course in manual communications.
30	Occasions on which staff members spoke to a variety of groups off-campus.
Over 1000	Persons toured our facilities and observed our program, including 500 who attended Open House in May.
10	Students in weekend foster homes.
1,446	Occupational therapy treatments for 20 students.
Over 25 years . . .	Sponsorship of the Halloween costume parade and party by the Sisterhood of Beth Hillel Synagogue of Bloomfield.
6	Students participated in the First Annual Olympics for the Handicapped.
10,267	Physical therapy treatments for 34 students.
22 years.	Of benefit performances by the Barbershoppers (S.P.E.B.S.Q.S.A.)

THE CONNECTICUT INSTITUTE FOR THE BLIND
1975-1976

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ADMINISTRATION

Over the past several years, the education of the blind has taken on new dimensions which have added depth and perspective to programs for blind children with additional impairments. While maintaining a modified academic program, Oak Hill has expanded existing ancillary services and added new programs to insure the total development of its multihandicapped students including those who are deaf-blind. Our resources, energy and expertise are channeled into preparing each student for a life of purpose and dignity whatever his environment—independent, semi-independent or maintenance.

Recognizing the need to formally redefine our role and responsibility as a school serving the special needs of special students, committees of staff members under the direction of Ruth Gilchrist, Upper School Principal, reassessed the entire program in order to formulate a philosophy which would adequately reflect our purpose. In essence, the statement articulates our long-standing commitment to provide an individualized and realistic program for each student—a program which includes educational, therapeutic and ancillary services. It also stresses the importance of a comprehensive evaluation with input from teachers, therapists, school aides, parents and houseparents. Periodic, as well as informal ongoing, re-evaluation is crucial to program modification to meet each child's changing needs. To achieve our goal of helping students to become as independent and productive as their capabilities will allow, we have established several major student-oriented objectives. They provide a functional framework which allows considerable flexibility in developing individually guided programs:

- To develop skills and attitudes for independent living;

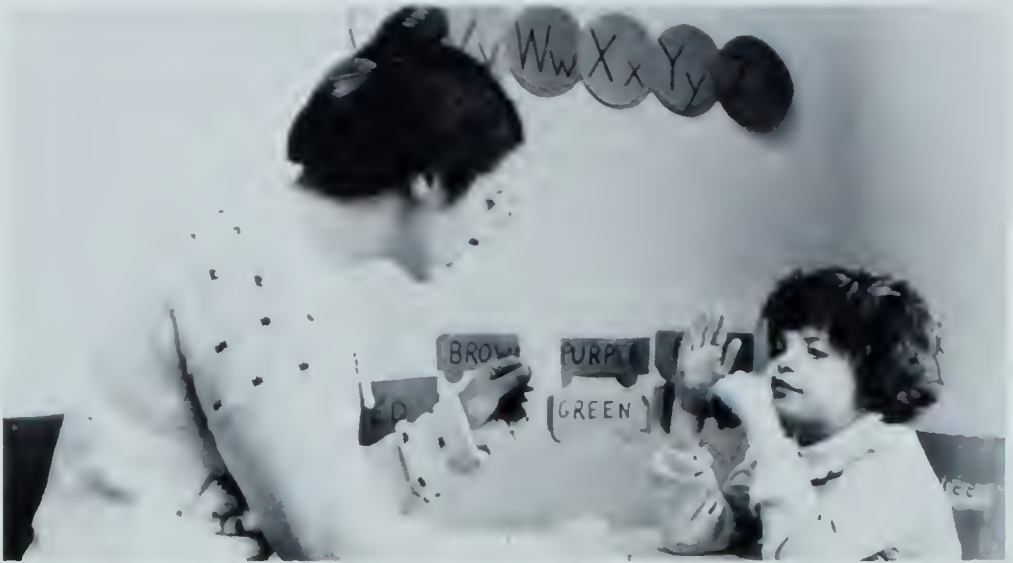
- To develop a positive self image;

- To develop skills in language and communication;

- To develop appropriate vocational and avocational skills and attitudes;

- To develop appropriate social attitudes, behaviors and skills.

The status of our professional staff was greatly enhanced by policy changes which now enable qualified teachers and educators in private schools to become certified by the Connecticut Department of Education. During the year, all of our teachers either received provisional or standard certification in one to four specialties, or are in the process of completing required coursework. Of our 36 teachers, 22 have Master's degrees or 30 graduate credits beyond the Bachelor's degree, two have sixth year certificates, and four are matriculating in graduate programs.



In keeping with our policy to encourage professional growth and career development, we continued to provide incentives to further these goals. Fourteen teachers, school aides and houseparents took advantage of our partial-tuition reimbursement plan to take approved courses which were directly related to their job responsibilities. In addition, numerous in-service training courses and workshops were offered. Among them were a ten weeks' sign language course, a five weeks' Standard First Aid course, a cardiac pulmonary resuscitation course, a behavior modification program, a Braille course, lectures on fire safety and in-personal and home safety conducted by representatives of the Hartford Fire and Police Departments, and an on-campus training program for camp staff. Staff members also attended the various special programs sponsored by the New England Regional Center for Services to Deaf-Blind Children as well as the biennial convention of the Association for Education of the Visually Handicapped in Louisville, Kentucky, and conferences of professional organizations relating to particular program areas.

Affiliated training programs involving such disciplines as education, health and special services, continued to be one of our major contributions to professionals and prospective professionals in the area of work for the blind. A total of six students from the University of Hartford, Boston College, New York University and Keuka College completed practicums or field periods of several weeks duration in the education of the visually impaired, multihandicapped blind, and in therapeutic recreation.

Curriculum guides, developed by Oak Hill staff members over the past several years, continued to be very much in demand by schools, agencies and individuals involved in work with the blind throughout the United States and Canada as well as Australia, England, the Netherlands, Norway, South Africa, Sweden, Israel, and Switzerland. A total of 304 guides was ordered during the year. Those most frequently purchased related to the Deaf-Blind Program, the Work-Experience Program, and the Industrial Arts curriculum. A newly developed guide, complete with diagrams and entitled "Let's Try to Help: A Guide for Parents of Young Multihandicapped Children," was made available for purchase. It was written by Esther Holland, Registered Occupational Therapist, now retired from Oak Hill, to help meet a critical need for practical information in this special area.

Another way in which we rendered an important service to the community in the area of special education involved the screening of 38 children in various institutions throughout Connecticut about whom there was questionable or insufficient data regarding both their auditory and visual capabilities. Although Oak Hill complies with several screening requests each year, this was an unusually high number. Several institutions and agencies, as well as the New England Regional Center for Services to Deaf-Blind Children which funded this project, sought our cooperation in identifying deaf-blind children prior to coordinating a State-wide plan which will provide necessary services and avoid duplication. The screenings were administered by the Lower School Principal, the Director of Pupil Services, and the Research Psychologist. Two of the children were evaluated more extensively and enrolled in the Oak Hill deaf-blind program during the year. Of the remaining children, it was determined that most of them were functioning at low levels and responding inconsistently to sensory stimuli because of profound retardation rather than visual and/or hearing loss.



ENROLLMENT: 1975-1976

Bethel - 1
 Bloomfield - 2
 Branford - 1
 Bridgeport - 6
 Bristol - 1
 Cheshire - 1
 Colchester - 1
 Danbury - 1
 Durham - 1
 East Granby - 1
 East Hartford - 3
 East Lyme - 1
 Enfield - 2
 Fairfield - 2
 Fitchville - 1
 Georgetown - 1
 Groton - 1
 Hartford - 14

Kent - 1
 Killingworth - 1
 Manchester - 1
 Moodus - 1
 Mystic - 1
 Naugatuck - 1
 New Britain - 1
 New Haven - 9
 New London - 1
 Niantic - 1
 North Haven - 1
 Oakdale - 1
 Old Saybrook - 1
 Rockville - 1
 Rocky Hill - 1
 Seymour - 1
 Shelton - 1

South Norwalk - 1
 Stafford Springs - 1
 Stamford - 4
 Taftville - 2
 Terryville - 1
 Thompsonville - 1
 Unionville - 1
 Waterbury - 4
 West Hartford - 3
 West Haven - 1
 Westport - 1
 Windsor - 1
 Winsted - 2
 Wolcott - 2

From 48 towns in Connecticut and all 8 counties
 and from

New Jersey - 12
 Rhode Island - 3
 Vermont - 3
 Canada - 1
 Louisiana - 1
 Maine - 1
 Massachusetts - 3
 New Hampshire - 1

EDUCATION

Enrollment during the 1975-1976 academic year continued to reflect the increasing number of multihandicapped blind children who need special services to meet their individual needs. Of the 116 students enrolled, 106 had handicaps in addition to blindness. Those with severe disabilities who qualified for a higher tuition rate numbered 63 and included 34 of our 36 deaf-blind students.

Enrolled in the Deaf-Blind Program were 32 students in self-contained classrooms in the Lower School and 4 Upper School students who, wherever appropriate, were integrated with other blind students who were not hearing impaired. It was the first full year of operation under the individual child plans required by the New England Regional Center. Each student was evaluated in terms of the objectives stated in his child plan and the entire program was evaluated in terms of the specific expectations formulated and submitted to the Center the previous year. On the average, steady gains were made by the younger students with noteworthy progress in the area of gross motor development. Among the older students, where the development of prevocational skills is a high priority item, increased proficiency was noted in the areas of industrial arts, business education, vocational exploration, home and personal management, and/or arts and crafts. Participation in a wide variety of integrated recreation and physical education activities continued to be emphasized not only for their inherent value but also for the opportunities afforded for social interaction.

The summer school program, which was conducted for five weeks on campus, has become a necessary and integral extension of our total program. Initiated several years ago to promote skill maintenance and to prevent the inevitable regression that occurs over the vacation months, the program once again proved to be more successful than originally anticipated. Of the 31 multihandicapped children who participated, 18 were deaf-blind. In addition to the routine program, children were able to engage in numerous out-of-doors, play-oriented activities, and to broaden their experiences by visiting animal farms, local stores, ice cream shoppes, food processing plants, public service buildings and amusement parks. Not only did the deaf-blind students maintain the level of functioning acquired during the academic year, but also made gains in one or more developmental areas as determined by an end-of-program evaluation of pre-established objectives.

Full implementation of individually guided education was a significant achievement toward which we have been evolving over the past several years. Relative to this concept, a team of Upper School class-

room teachers conducted classes or provided tutorial assistance according to such factors as learning style, achievement level, rate of learning, maturity, and individual goals. As with our total program, multihandicapped students were integrated with regular blind students when appropriate. In the Lower School, each student's educational plan detailed specific objectives in the developmental areas of gross and sensorimotor, self-help, personal-social, and communications. We are confident that the individualized approach to learning coupled with relevant programming will enhance the student's prospects of success.

In response to identified needs, the curriculum was expanded to include several new program components. After considerable research and preparation, a Learning Disabilities Resource Program was introduced. After a series of tests, students identified as being learning disabled received supplemental instruction and assistance from a special teacher with expertise in this area. A resource room containing specially designed and adapted materials, as well as appropriate commercial devices, provided a desirable setting for individualized learning. In addition to working directly with students and in providing staff members with relevant curriculum materials, the teacher also served as a resource person to assist other teachers with specific problems which arose. Measured results showed improved reading and language skills. Efforts to continue the identification process and to expand the program next year are under way.

Another new approach to learning which yielded positive results was in the area of behavior modification. A consultant was employed to conduct classes in theory and to coordinate workshops. This was followed by assistance to participating staff in formulating effective programs for individual students and in evaluating results. It is anticipated that the Federally funded program will continue next year with selected students.

A new component, emphasizing personal and social adjustment, was added to the Liaison Teacher-Counselor Program which also continued to stress skills related to recreation and daily living. The majority of Upper School students participated and were grouped according to the level of social development attained. The course, which was conducted on a weekly basis, focused on interpersonal relationships in social and other public situations. It was Federally funded in part and will be continued next year.

Curriculum related to the world of work also received special attention this year. A new course in prevocational skills was introduced to young low-functioning students. It was conducted by Albert Heinz-

mann, Industrial Education Instructor, in the woodworking facility. A group of four boys and girls received instruction in rudimentary skills and procedures necessary to their understanding of our working world.

Business education classes were strengthened through the initiation of a structured service to teachers. The students accepted full responsibility for thermoforming Brailled materials and duplicating from spirit masters. They received frequent requests, organized their own work and followed through to delivery. The experience reinforced their knowledge of and skills in office procedures, and the results were of tangible benefit to the staff.

Although part-time remunerative placements were difficult to obtain, several students participated in an on-campus work experience related to snow shoveling, and one non academic student was in a part-time modified apprenticeship program with a school groundskeeper. Volunteer services, including bandage rolling at Mount Sinai Hospital and preparing a mailing for CPTV, were instrumental in teaching the participants responsibility and in introducing them to actual work settings.

Additional vocation related components will be initiated in September, 1977. With the cooperation of the Board of Education and Services for the Blind, several older students will attend the nearby Easter Seal Rehabilitation Center on a part-time basis for evaluation and possible training. Also planned is an on-campus Vocational Skills Development Program for younger and/or multihandicapped students. It was specially designed for these students by the industrial education instructor, two special education teachers and the vocational guidance counselor. Two-hour blocks of time will be scheduled to introduce each participant to the reality of the working world at his current level of functioning and to gradually increase this level until his full potential is realized.

Among the activities and events which added new dimensions to the school program were those related to our celebration of the Bicentennial. Anna Nigro, classroom teacher, was assisted by a committee of staff members and student Key Club members in coordinating a comprehensive and diversified program designed to foster an appreciation of our national heritage while at the same time advancing new skill development, providing opportunities for applying acquired skills to different tasks, and in general, stimulating the entire learning processes. Students engaged in special crafts and in sewing, woodworking and cooking projects; games and athletic events; musical activities; and field trips to sites of historical significance in the Greater Hartford area. Two major



projects, the weaving of a Bennington Flag and the designing and sewing of a patchwork quilt, involved the cooperative efforts of the Upper School students and selected students from the Lower School. As part of a service project, several students Brailled brief histories of the historic homes in Old Wethersfield for tour use there. Our annual Open House in May was highlighted by displays and demonstrations in the commemorative theme. Because of the scope and quality of our activities, Oak Hill was one of eight Hartford schools selected to receive a certificate of official recognition from the American Revolution Bicentennial Commission of Connecticut at a ceremony held in Hartford's City Hall.



PUPIL SERVICES

The total development of our younger multihandicapped children was given added impetus this year through the coordinated efforts of Pupil Services staff and classroom personnel. Relevant to this goal, orientation and mobility instructors not only conducted formal programs leading to independent travel for older students, but also worked with selected multihandicapped children in the Lower School in introducing practical travel skills which will enable them to function more successfully in limited settings. The children were evaluated by the mobility staff who, in turn, enlisted the support of teachers and classroom aides in implementing individualized plans to enable the students to get around the campus as well as within buildings and classrooms with greater ease and efficiency. Since this type of premobility training affords the children an added measure of independence, it will be conducted with some of them next year.



Responsiveness to individual needs resulted in diversification of programming in the physical and occupational therapy departments. Individual treatments continued for the multihandicapped. In addition, therapists observed and evaluated other students, particularly those in the Lower School, and provided practical suggestions to the teachers for incorporation into daily classroom activities. Plans to continue this approach with some students have been formulated with the intention of providing consistent and effective therapeutic reinforcement in each child's total environment.

Maximum use of residual vision was another target area receiving attention. For a period of eight weeks, a consulting optometrist worked with selected Upper School students in evaluating how they use their eyes and with mobility staff in exploring different methods which could be used to teach students how to use their remaining vision more effectively. Because the program resulted in greater understanding and practical application of vision training techniques, plans have been made for its continuation and expansion.

Efforts to involve parents in the important decisions affecting their child's program met with considerable success. Special conferences with parents of Lower School students involved appropriate Pupil Services and educational staff for the purpose of reviewing each child's current status and establishing realistic goals for the future. Many benefits were derived from this approach including parental input, the exchange of information and ideas, and the supportive assistance of staff to families. Parents of deaf-blind students met regularly to discuss mutual concerns and ways to resolve them. Primary among their long-range plans is finding a suitable Connecticut facility which would provide a long-term maintenance program for older deaf-blind students who will not be capable of totally independent living. Parents and Pupil Services personnel toured the Mansfield Training School and conferred with representatives in order to become better acquainted with the facilities and the programs offered there. In cooperation with the Connecticut Department of Mental Retardation, several other types of programs, including group homes, are under consideration and will be explored in depth before any final determination is made.



SUMMARY OF PUPIL SERVICES STATISTICAL REPORT

PUPIL SERVICES

Grouping of Students According to Age as of January, 1976

<u>AGE</u>	<u>NUMBER OF STUDENTS</u>
3 - 5	6
6 - 9	24
10 - 12	38
13 - 18	38
19 - 21	10
	116 Total Official Enrollment

Grouping of Students According to Vision*

Totally blind	19
Partially blind	104
Light perception — 10	
Useful vision — 94	
Congenitally blind	88
Adventitiously blind	35

Grouping of Students According to Types of Impairments

Neurological	71
Retardation	
Below 70 I.Q.	23
Untestable	47
Speech	65
Motor	26
Hearing	34
Emotional	57
Other medical (congenital heart, diabetes, various syndromes, etc.)	48

Grouping of Students According to Number of Impairments*

Blindness only	6
Blindness plus one additional handicap	20
Blindness plus two additional handicaps	22
Blindness plus three additional handicaps	33
Blindness plus four additional handicaps	26
Blindness plus five additional handicaps	12
Blindness plus six additional handicaps	4

Grouping of Students According to Causes of Blindness*

Accident	1
Agnesia	1
Albinism	4
Amaurosis	1
Aplasia of Optic Nerve	1
Aniridia	3
Anophthalmia	2

*Figures reflect all students who attended Oak Hill at any time during the year.

NUMBER OF STUDENTS

Aphakia	1
Brain Trauma	4
Brain Tumor	4
Central Nervous System Damage	3
Chromosome Deficit	1
Coloboma	2
Congenital Cataracts	36
Congenital Glaucoma	4
Congenital Myopia	5
Congenital Sclerization of Cornea	1
Cortical Damage	3
Genetic Disease	7
Hypoplasia of Optic Nerve	1
Lack of Macular Development	1
Macular Degeneration	1
Microphthalmos	5
Optic Atrophy	16
Pigmentary Degeneration of Retina	1
Retinal Detachment	3
Retinoblastoma	1
Retrolental Fibroplasia	8
Staphaloma of Cornea	1
Tapeto Retinal Degeneration	1

SOCIAL WORK SERVICES

SOCIAL WORK ACTIVITIES

Office interviews; home visits; telephone calls; parent-group meetings involving students, parents and representatives of other agencies.	116
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FOSTER HOME PROGRAM

Telephone inquiries	73
Interviews	18
New Homes	4
Students in Oak Hill School weekend foster homes	10

ANCILLARY SERVICES

NUMBER OF STUDENTS

ORIENTATION AND MOBILITY. Regular and community programs; functional vision training program; consultations with classroom teachers	31
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MUSIC THERAPY. Individual and group sessions to improve communication, socialization, coordination, basic concepts, etc.; evaluation.	20
PHYSICAL THERAPY. Individual and group treatments focusing on exercise, ambulation and whirlpool.	34
OCCUPATIONAL THERAPY. Muscle facilitation and exercise, gross motor, stimulation, eye-hand and hand coordination, and daily living skills.	20
SPEECH PATHOLOGY. Individual testing, hearing checks and consultation with classroom teachers.	23
PSYCHOLOGICAL TESTING.	
WISC	9
WAIS	11
HIS	10
Projectives	3
Observations and evaluations	7



MEDICAL AND DENTAL SERVICES

MEDICAL SERVICE	STUDENTS	STAFF
Complete physical examinations	119	0
Pre-employment examinations	0	30
Bed patients	22	0
Weekly Clinic	34	21
EYE SERVICE		
Eye examinations	113	
Re-checks	20	
Office examinations	7	
Low vision evaluations	10	
NEUROLOGICAL SERVICE		
New students seen for neurological evaluations	8	
Students followed	9	
Students discussed	60	
EEG	9	
ORTHOPEDIC SERVICE		
Examinations	57	
Office visits	4	
ENDOCRINE SERVICE		
Evaluations	3	
Follow-up consultations	4	
Laboratory studies	2	
PSYCHIATRIC SERVICE		
Evaluation of prospective students	18	
Evaluation of enrolled students	15	
Classroom observations	66	
Conferences with staff	117	
Students seen in individual therapy	6	(for a total of 126 sessions)
DENTAL SERVICE		
Oral examinations	94	
Cleaning and prophylaxis	113	
Extractions	2	
Dental work in hospital	1	
Treated by volunteer dentists	11	
Treated by volunteer orthodontists	9	

NURSING SERVICES: SELECTED STATISTICS

TOTAL NO.
STUDENTS STAFF TREATMENTS

Health Problems Seen on Non-routine Basis

Buccal Lesions	31	5	84
Burns	5	4	16
Constipation	17	1	74
Dermal Infections	35	9	103
Dysmenorrhea	14	8	95
Ear Conditions & Infections	31	5	66
Emotional Upsets & Irritability	24	8	118
Epistaxis	7	0	13
Eye Conditions	24	7	42
Conjunctivitis	21		
Sties	2		
Eye Irritation	19		
Fungus	6	0	9
Gastrointestinal Disturbances	75	31	363
Headaches	39	46	255
Local Infections	15	6	25
Seizures	8	0	191
Abrasions & Lacerations	63	28	214
Personal Hygiene – Ieo bag	2	0	215
Removal of Foreign Bodies	14	9	39
Sprains & Strains	17	6	19
Toothaches	10	4	25
Upper Respiratory Infections	97	58	311
Communicable Disease: Pin Worm	2	1	3

TOTAL NO.
STUDENTS STAFF PROBLEMS

Number of Individuals Receiving Non-routine Medication

Antihistamines & Cough Preparations	91	28	897
Anodynes	80	56	551
Antibiotics	36	2	1203
Dyspepsia Preparations	67	31	347
Hormones	8	0	375
Sedatives	10	0	18
Stool Softners	5	0	181

Emergencies

Treated at Emergency Room	10	2	12
Treated at Doctor's Office	2	1	3
Treated at Infirmary	1	2	3
Hospital Admissions	1	2	3

Total Number Visits by Students to Infirmary – 3,962

Total Number Visits by Staff to Infirmary – 473

STUDENTS STAFF

Off-Campus Appointments

Dental	47	1
Orthodontia	36	0
EEG	9	0
ENT	1	0
Miscellaneous		
GYN	5	0
Medical	5	0
Surgical	1	0
Hospital Admission	4	0
Ophthalmological	22	2
Orthopedic	7	0
X-ray	7	0
Serology		
Mt. Sinai	3	0
Hartford Hospital	6	0
Waxman Laboratory	11	(42 Tests)

Individuals Served by Health Program

Chest X-ray	1	11
Student Growth Checks		
Admission	119	0
Recheck	32	0
Special Diets	6	0
PPD Vaccine	0	92
Urinalysis – Admission & Staff		
Pre-employment	119	29
Recheck	10	0
Diabetic (720 Tests)	1	0
Flu Vaccine	0	69



RECREATION

The Recreation Program encompasses a broad spectrum of individual and group activities including those related to clubs, special events, camp, athletics and games. In addition to being enjoyable and intrinsically valuable, the activities also foster physical and social development; self-awareness; special interests and hobbies; effective use of leisure time; and appreciation of the environment. Although the program is planned and supervised by professional staff, student ideas are solicited and leadership encouraged.

The program continues to stress activities in which the student can participate directly and/or which he can attend and enjoy with other family members and sighted peers. Participation in Boy Scouts, Girl Scouts, 4H Club, Key Club, cheerleading, track and field, and wrestling enable the students to share meaningful experiences with neighborhood friends.



Acquainting students with community resources and groups for the purpose of pursuing recreational interests is another target area. Students attend concerts, theaters, sporting events, and special "happenings" in the Greater Hartford area and also engage in socials with other students from local church and high school groups. Awareness of and interest in a variety of activities that can be enjoyed in any environment or any locale is the ultimate goal of this aspect of the program.

None of these activities would be possible without the volunteers who continue to be the collective "backbone" of the Recreation Program. Over 40 organizations sponsored various events and/or provided personnel to assist the students. An average of 50 persons per week provided approximately 2,800 hours of service during the year. Their commitment to the students has been, and continues to be, of inestimable value.



Among the highlights of the year was the presentation of "Happy Birthday, Uncle Sam," a musical review commemorating our Bicentennial. It was presented by the Handicapped Children's Theater which is sponsored by the Goodspeed Opera House and the Alleluia House. The production involved 176 children and adults, including 24 Oak Hill students and 3 staff members and was staged at Hall High School in West Hartford before an audience of 1,800 persons. Segments were also performed at Hartford City Hall in conjunction with the city's Bicentennial celebration, and also at Constitution Plaza as part of Hartford's Civics and Arts Festival. Paul Farina, Oak Hill's Recreation Director, was the coordinator and director of the production.

Another special event which was enjoyed by 130 students and staff was the Ringling Brothers' Barnum and Bailey Circus at the Hartford Civic Center. The trip was arranged by WTIC, 1080 Corporation and Dick Bertel of WTIC radio described the circus "happenings" to the children over individual headsets provided by the Southern New England Telephone Company. Prior to the performance, the children visited the menagerie where they were allowed to pet some of the animals and meet several clowns and other performers.



The summer camping program afforded 77 children and teens and 38 adults many enjoyable hours in the relaxed and informal setting at Harkness Memorial State Park in Waterford. The program, which is accredited by the American Camping Association, was financed, in part, through foundation grants and the special efforts of many individuals and groups including the Ladies' Visiting Committee, the Lions and Kiwanis Clubs, the Department of Transportation, the Parent-Teacher Group, Charles Nelson Robinson Fund, Ensworth Charitable Fund and the Ernest I. Schwarz Foundation, among others. Integrated groups of blind and multihandicapped blind campers, including 18 deaf-blind, enjoyed three-week sessions of basic camp crafts, waterfront activities, horseback riding, arts and crafts, and special events. Having fun in the sunshine also advanced a number of objectives: development of new, and reinforcement of acquired, prevocational and recreational skills; adaptation to a different environment; social interaction with peers and staff.



VOLUNTEER ORGANIZATIONS

Sisterhood, Beth Hillel Synagogue
Glastonbury First Church of Christ
Congregational, Youth Group
Saint Justin's Church
Saint Paul's High School
Bulkeley High School
Kingswood-Oxford School
University of Hartford, Special
Education Department
Northwestern Connecticut Community
College, Therapeutic Recreation
Department
Manchester Community College,
Volunteer Action Center
Connecticut Council of Sports
Car Clubs
Teamsters Union, Local #671
UNICO National
Beta Sigma Phi Sorority
Boy Scout Troop #124, Bristol
Parent-Teacher Group of Oak Hill
School
Oak Hill School Alumni Association
Hi-Y, Glastonbury
Alleluia House
Insurance Clubs Entertainment
Bureau
Miss Porter's School, Farmington

Babbs Roller Skating Club
South Congregational Church
of Glastonbury
Lutheran Church of East Granby,
Women's Club
Northwest Catholic High School
Bloomfield High School, Future
Homemakers Club
American School for the Deaf
University of Hartford, Pre-med
Society
Lions Club of Hartford
Kiwanis Club of Hartford
Lions Club of Waterford
Military Order of Cooties
Connecticut Food Services
Executive Association and
Chefs' Association
Winsted Lions Club
Order of True Sisters
Friends of Hartford
Ladies' Visiting Committee of
Oak Hill School
Boy Scouts of America
Herbert F. Moran Nature Center,
New London
Hartford County Extension Service
4H Clubs
Girl Scouts of America

FEDERAL FUNDS

The total amount of Federal funds expended during the year was \$258,438. The largest grant, a total of \$153,286, was received through the New England Regional Center for Services to Deaf-Blind Children to help defray expenses related to the operation of our Deaf-Blind Program. Other grant expenditures were as follows: \$71,164. for approved projects funded under Public Law 89-313, Amendment to Title I of the Elementary and Secondary Education Act; \$33,452. for the Vocational Education Program; and \$536. for the Library Program.

Our Title I grant was substantially increased due to a carry-over of funds which were allocated toward the end of the 1975 school year. Because of this additional revenue, we were able to fund a teacher of the emotionally disturbed as well as a consultant who worked with selected staff in the area of behavior modification. Ongoing program components for which Federal grants under Title I were renewed were orientation and mobility, early childhood education, music therapy, daily living skills and tutorial assistance.

A Program Revue of the Deaf-Blind Program was a new requirement for continued funding eligibility. The first portion of the revue included a self-evaluation in which Oak Hill stated its role, program goals for deaf-blind children, its understanding of its responsibilities under the terms of the agreement with the New England Regional Center, and its expectations regarding leadership and fiscal support from the Center. Also included was a systematic revue of the program, the services to children and their families, the staff, the facilities and the fiscal management of the Deaf-Blind Program. The second component was an on-site inspection by Center representatives. Their conclusion was that the self-study report was "thorough and well-thought out" and that the program was well-planned to meet the individual needs of the students and their families.



BUILDINGS AND GROUNDS

Renovating and updating of campus facilities to conform with current codes and standards set by the Occupational Safety and Health Act and by State and local organizations was approved by the Connecticut Legislature and the amount of \$265,000 was appropriated. It is anticipated that the Public Works Department will put the project out for bids in the fall and that work will commence during the 1976-77 school year. Extensive architectural, mechanical and electrical renovations are planned including such high priority items as the installation of a multi-zone fire and smoke detection and alarm system; a new emergency illumination system for safe exit; and elimination of architectural barriers.

On the drawing board for future consideration is a new gymnasium which would adjoin the pool facilities, thereby completing the physical education complex. The 1974 Legislature approved \$1,600,000 for this project, but the funds have not been released as yet.

During the year we updated and resubmitted to the State a request for a classroom and library building. Our intention is to consolidate classrooms, the library, the resource center and student services that are presently scattered among several buildings. The design of the proposed building would include few fixed-use facilities in order that it could be readily adapted to any changing program needs. The total request for the site work, building and fixed equipment is \$2,922,000. Other needs for the future include a central dining facility and a maintenance building.

Close scrutiny was given to campus security. Twenty-four hour coverage of buildings and grounds by guards with regularly scheduled rounds continued to prove effective. A two-way communication system with five remote stations providing around-the-clock coverage also fortified our security system. In addition, a newly employed guard completed the eight weeks' intensive Protective Services Training Program for institutional security conducted at the Connecticut State Police Academy. This area of in-service training continues to be a requirement for this position.

MAJOR BEQUESTS

In accordance with the will of Elizabeth Burnham, formerly of Prospect Avenue in West Hartford, the Institute as residuary beneficiary received \$15,772. Miss Burnham, a member of Saint John's Episcopal Church of West Hartford, was interested in numerous organizations in the greater Hartford area. The Connecticut Bank and Trust Company was designated Executor of her estate.

F. Louise Griswold, formerly of Woodrow Street in West Hartford, died at the age of 89 in March, 1975. In memory of her father, Seth P. Griswold, a permanent fund of \$23,948. was established, the income to be used for general purposes at the Institute's discretion. A life-long resident of West Hartford, Miss Griswold was a Life Member of the First Church of Christ Congregational in that town as well as a Charter Member of its Women's Guild.

Upon the death this year of Rena B. Hunter of Bloomfield, a portion of her estate in the amount of \$12,624. was bequeathed to the Institute in accordance with the intentions of her late husband, Alfred R. Hunter, formerly an executive with the Emhart Manufacturing Company.

Miss Miriam Jones, a long-time resident of Darien, Connecticut, died at the age of 82 in February, 1974. As specified in her will, the Institute received \$70,792. She was a home economics major at Pratt Institute and received her Master's degree from Columbia University. She was a school teacher for 45 years and traveled abroad extensively during her lifetime.

Selden Linsley, who was born in California, lived in Windsor for 25 years until his death at the age of 80. A disabled World War I veteran, Mr. Linsley and his wife, a school teacher, owned and operated a private nursery school in Windsor for many years. Upon his death, the Institute received \$19,795. from his estate.

Edith Hale Hendee Moriarity of Suffield died this past year leaving a sizeable estate to be shared among several individuals and organizations. It is anticipated that as a beneficiary the Institute will receive approximately \$3,000,000. Mrs. Moriarity's first husband, Mr. Hendee, was the manufacturer of Indian Motocycles. The George M. and Edith Hale Hendee Fund will be managed by the Institute and the interest will be used for general purposes.

Edward Packtor of Wethersfield, who died October 22, 1974, designated in his will that the Institute receive \$10,000. for general purposes. He was a corporator as well as a member of our Greater Hartford Fund Raising Committee. Born in New Haven, Mr. Packtor lived in the Hart-

ford area for 49 years. He served in the Yankee Division during World War I and received numerous citations for bravery, including the Croix de Guerre. After graduating from New York University, School of Engineering, he formed his own construction and development company. He built many schools in the Hartford-New Britain area and was the developer of numerous sites including the Wethersfield Shopping Center and the Lord and Taylor complex at Bishop's Corner in West Hartford. His company was also responsible for the extensive remodeling of the Hartford Insurance Group and the Travelers Insurance Company.

Upon her death in December, 1957, a large portion of the estate of Caroline Porter of Woodside Circle in Hartford reverted to her sisters. At that time, \$23,107 was given to the Institute in trust. This bequest was in accordance with the wish of her late husband, John Porter, who owned a chain of restaurants throughout New York and New England which was eventually sold to the Waldorf Corporation. After the death in 1974 of Florence Cunningham, the last of Mrs. Porter's sisters, the amount of \$114,708. was given to the Institute for investment purposes. The John and Caroline E. Porter Fund will be administered by The Hartford National Bank and Trust Company.

Miss Elsie Rothschild and Miss Gertrude Rothschild, who was the secretary to the editor of THE HARTFORD TIMES for over 50 years, established a trust in 1971 for the life of the survivor of them. Miss Gertrude Rothschild, the last survivor, died at the age of 95 this past year. As residuary beneficiary of one-third of this estate, the Institute received \$27,895. The interest from this fund will be used to help defray our operating expenses. The Misses Rothschild were members of the First Church of Christ Congregational in West Hartford.

The will of Beulah M. Sutton of West Hartford, who died in December of 1974, specified that the Institute share in her estate. A cash amount as well as stock certificates totaling \$65,483. will be held in trust and the income will be used to "purchase articles of clothing, apparatus or equipment" for the children attending Oak Hill School.

Additional bequests totaling \$34,430. were received this year from the estates of the following:

Flora E. Burkhardt	Willis J. Gengras	Victoria Pearce
George D. Burns	Edward Klar	Elizabeth K. Schultz
John H. Campbell	Mary Koskoff	The Songick Foundation
Nellie Fette	Arthur Magraw	Francis Volkman
Mary E. Forrest	Ellen H. Murphy	Henry H. Walkley
Mae R. Garrity	Barbara Payne	Annie P. Walpole
		William O. Yacker

FUND-RAISING CAMPAIGN

To help sustain and expand services, an annual fund-raising campaign is conducted in 17 metropolitan cities and suburban areas throughout Connecticut. No promotional or professional group is associated in any way with our direct-mail appeal.

This year, a total of \$126,800 was received. In this time of spiraling costs and economic uncertainty, we are grateful for the outstanding support given our program by 17,852 Connecticut contributors.

The drive was conducted again this year under the able guidance of Howard E. Mohr and the members of his General Gifts Committee. Of tremendous importance to our fund-raising campaign are the over 300 prominent Connecticut residents who serve on local committees throughout the state. The use of their names does much to assure the residents of cities and towns in their areas that Oak Hill is a legitimate nonprofit organization and worthy of support.

No report on fund raising would be complete without calling attention to the invaluable contribution made by the many volunteers from on and off campus who help with the enormous task of addressing and stuffing appeal envelopes. We are grateful to these people for their interest and support.

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Mrs. Karl W. Hallden
Richard B. Harris
Walter O. Howard
Mrs. Milton Jennes
Mrs. Frederic R. Kellogg
Mrs. Sidney Luria
John Makepeace
Mrs. Geddes Parsons
Tullio Perillo
Harold W. Smith
Rt. Rev. Msgr. Harry Struck
James E. Sullivan
Max Traurig
Michael F. Wallace



The Connecticut Institute
For The Blind

Financial Statements
August 31, 1976 & 1975

PEAT, MARWICK, MITCHELL & CO.
CERTIFIED PUBLIC ACCOUNTANTS
ONE FINANCIAL PLAZA
HARTFORD, CONNECTICUT 06103

The Board of Directors
The Connecticut Institute for the Blind:

We have examined the balance sheets of The Connecticut Institute for the Blind as of August 31, 1976 and 1975, and the related statements of changes in fund balances and current funds revenues, expenditures and other changes for the years then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

The Connecticut Institute for the Blind has not maintained adequate cost records for its fixed assets, and accordingly, financial statements for the investment in plant fund, which are required by generally accepted accounting principles, have not been presented.

In our opinion, except for the omission of the investment in plant fund, the aforementioned financial statements present fairly the financial position of The Connecticut Institute for the Blind at August 31, 1976 and 1975, and the changes in fund balances and the current funds revenues, expenditures and other changes for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Peat, Marwick, Mitchell & Co.

October 29, 1976

THE CONNECTICUT INSTITUTE FOR THE BLIND

Balance Sheets
August 31, 1976 and 1975

<u>Assets</u>	<u>1976</u>	<u>1975</u>
Current funds:		
Unrestricted:		
Cash	\$ 123,402	2,404
Accounts receivable	7,679	4,511
Due from current funds – restricted	5,087	10,045
Due from endowment and similar funds	85,334	
Total unrestricted	<u>221,502</u>	<u>16,960</u>
Restricted:		
Cash	28,548	28,443
Investments – cost approximates market	13,000	13,000
Accounts receivable	11,332	10,688
Due from endowment and similar funds	61,000	32,000
Total restricted	<u>113,880</u>	<u>84,131</u>
Total current funds	<u>\$ 335,382</u>	<u>101,091</u>
Endowment and similar funds:		
Cash	87,346	57,592
Investments (note 5)	9,085,166	6,412,234
Due from current funds – unrestricted		24,049
Total endowment and similar funds	<u>\$9,172,512</u>	<u>6,493,875</u>
Plant funds (note 3):		
Renewals and replacements:		
Cash	330	3,117
Investments – cost approximates market	<u>5,000</u>	<u>2,000</u>
Total renewals and replacements	<u>\$ 5,330</u>	<u>5,117</u>

See accompanying notes to financial statements.

THE CONNECTICUT INSTITUTE FOR THE BLIND

Balance Sheets

August 31, 1976 and 1975

<u>Liabilities and Fund Balances</u>	<u>1976</u>	<u>1975</u>
Current funds:		
Unrestricted:		
Accounts payable	\$ 22,226	1,300
Accrued expenses	9,552	7,028
Due to endowment and similar funds	—	24,049
Fund balance (deficit)	189,724	(15,417)
Total unrestricted	<u>221,502</u>	<u>16,960</u>
Restricted:		
Accounts payable	—	1,344
Due to current funds — unrestricted	5,087	10,045
Fund balance	108,793	72,742
Total restricted	<u>113,880</u>	<u>84,131</u>
Total current funds	<u>\$ 335,382</u>	<u>101,091</u>
Endowment and similar funds:		
Due to current funds:		
Unrestricted	85,334	—
Restricted	61,000	32,000
Fund balance (note 5):		
Endowment	4,873,010	2,642,365
Quasi-endowment	<u>4,153,168</u>	<u>3,819,510</u>
	<u>9,026,178</u>	<u>6,461,875</u>
Total endowment and similar funds	<u>\$9,172,512</u>	<u>6,493,875</u>
Plant funds (note 3):		
Renewals and replacements:		
Fund balance	<u>5,330</u>	<u>5,117</u>
Total renewals and replacements	<u>\$ 5,330</u>	<u>5,117</u>

THE CONNECTICUT INSTITUTE FOR THE BLIND

Statements of Changes in Fund Balances
Years ended August 31, 1976 and 1975

	1976				1975			
	Current funds		Endowment and similar funds		Current funds		Endowment and similar funds	
	Unrestricted	Restricted		Plant funds Renewals and replacements	Unrestricted	Restricted		Plant funds Renewals and replacements
Revenues and other additions:								
Total current fund revenues	\$ 2,157,524							
Grants	-	263,733	-	-	1,769,665	-	-	-
Legacies	-	-	2,084,187	-	-	261,883	-	-
Investment income	-	31,177	-	-	-	-	5,001	-
Other	-	47,087	-	213	-	37,658	-	-
Realized net gains on investments	-	-	174,099	-	-	45,159	-	229
Total revenues and other additions	2,157,524	341,997	2,258,286	213	1,769,665	344,700	5,001	229
Expenditures and other deductions:								
Total current fund expenditures	1,646,366	305,946	-	-	1,684,392	335,244	-	25,112
Renewal and replacement expenditure	-	-	-	-	-	-	250,375	-
Realized net losses on investments	-	-	-	-	-	-	-	-
Total expenditures and other deductions	1,646,366	305,946	-	-	1,684,392	335,244	250,375	25,112
Transfers among funds - additions (deductions)	(306,017)	-	306,017	-	(270,381)	12,090	228,291	30,000
Net increase (decrease) for the year	205,141	36,051	2,564,303	213	(185,108)	21,546	(17,083)	5,117
Fund balance (deficit) at beginning of year	(15,417)	72,742	6,461,875	5,117	169,691	51,196	6,478,958	-
Fund balance (deficit) at end of year	\$ 189,724	108,793	9,026,178	5,330	(15,417)	72,742	6,461,875	5,117

THE CONNECTICUT INSTITUTE FOR THE BLIND

Statements of Current Funds Revenues,
Expenditures and Other Changes

Years ended August 31, 1976 and 1975

	1976			1975		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenues:						
Tuition	\$ 917,760	14,958	932,718	918,166	11,298	929,464
Legacies	306,017	—	306,017	89,291	—	89,291
Grants	—	258,438	258,438	—	270,510	270,510
Endowment income (note 2)	751,971	—	751,971	598,475	—	598,475
Fund raising	126,800	14,152	140,952	126,730	13,521	140,251
Other	54,976	18,398	73,374	37,003	27,825	64,828
Total revenues	<u>2,157,524</u>	<u>305,946</u>	<u>2,463,470</u>	<u>1,769,665</u>	<u>323,154</u>	<u>2,092,819</u>
Expenditures						
Instruction	364,844	199,000	563,844	339,308	229,777	569,085
Summer Camp	—	32,662	32,662	—	36,652	36,652
Diagnostic and habilitative services	154,565	32,127	186,692	176,332	17,260	193,592
Recreational and logistical services	364,888	17,790	382,678	376,152	26,004	402,156
Academic support	87,166	3,199	90,365	98,120	4,187	102,307
Institutional support	331,471	21,168	352,639	332,914	21,364	354,278
Operation and maintenance of plant	343,432	—	343,432	361,566	—	361,566
Total expenditures	<u>1,646,366</u>	<u>305,946</u>	<u>1,952,312</u>	<u>1,684,392</u>	<u>335,244</u>	<u>2,019,636</u>
Other transfers and deductions:						
Transfer to quasi-endowment fund	—	—	—	(139,000)	—	(139,000)
Transfer of legacies to quasi-endowment fund	(306,017)	—	(306,017)	(89,291)	—	(89,291)
Transfer to renewal and replacement fund	—	—	—	(30,000)	—	(30,000)
Transfer to restricted current fund	—	—	—	(12,090)	12,090	—
Excess of restricted receipts over transfers to revenues	—	36,051	36,051	—	21,546	21,546
Net increase (decrease) in fund balances	\$ <u>205,141</u>	<u>36,051</u>	<u>241,192</u>	<u>(185,108)</u>	<u>21,546</u>	<u>(163,562)</u>

See accompanying notes to financial statements.

THE CONNECTICUT INSTITUTE FOR THE BLIND

Notes to Financial Statements

August 31, 1976 and 1975

(1) Significant Accounting Policies

(a) Accrual Basis

The accompanying financial statements have been prepared on the accrual basis except for depreciation accounting as described in note 3. The statements of current fund revenues, expenditures and other changes are statements of financial activities of current funds related to the current reporting periods. It does not purport to present the results of operations or the net income or loss for the years as would a statement of income or a statement of revenues and expenses.

(b) Fund Accounting

In order to ensure observance of limitations and restrictions placed on the use of available resources, the accounts are maintained in accordance with the principles of "fund accounting." This is the procedure by which resources for various purposes are classified, for accounting and reporting purposes, into funds that are in accordance with activities or objectives specified. Separate accounts are maintained for each fund; however, in the accompanying financial statements, funds that have similar characteristics have been combined into fund groups. Accordingly, all financial transactions have been recorded and reported by fund group.

Within each fund group, fund balances restricted by outside sources are so indicated and are distinguished from unrestricted funds allocated to specific purposes by action of the Board of Directors. Externally restricted funds may only be utilized in accordance with the purposes established by the source of such funds and are in contrast with unrestricted funds over which the Board of Directors retains full control to use in achieving any of its institutional purposes.

Endowment funds are subject to the restrictions of gift instruments requiring in perpetuity that the principal be invested and the income only be utilized. While quasi-endowment funds have been established by the Board of Directors for the same purposes as endowment funds, any portion of quasi-endowment funds may be expended.

Legacies received which are unrestricted as to principal are considered to be revenues of current unrestricted funds and are subsequently transferred to quasi-endowment funds.

All gains and losses arising from the sale, collection or other disposition of investments and other noncash assets are accounted for in the fund which owned such assets. Ordinary income derived from investments, receivables and the like is accounted for in the fund owning such assets, except for income derived from investments of endowment and similar funds, which income is accounted for in the fund to which it is restricted or, if unrestricted, as revenues in unrestricted current funds.

All other unrestricted revenue, generally, is accounted for in the unrestricted current funds. Restricted gifts, grants, endowment income, and other restricted resources are accounted for in the appropriate restricted funds. Restricted current funds are reported as revenues and expenditures when expended for current operating purposes.

(c) Other Policies

Other significant accounting policies are set forth in the financial statements and the following notes.

(2) Funds Held in Trust by Others

Under terms of certain bequests, the principal of various trusts is under the control of trustees who have been directed to pay over to the Institute the net income arising therefrom. Income from such trusts which is recorded when received amounted to \$290,364 and \$288,500 for the years ended 1976 and 1975, respectively and is reflected as endowment income.

(3) Investment in Plant Fund

Due to the lack of adequate cost records, investment in plant fund has not been presented in the financial statements. Depreciation on property, plant and equipment has not been recorded. Certain properties owned by the Institute are subject to liens held by the State of Connecticut.

(4) Other Matters

During 1976 the Institute received notification that it will receive approximately \$3,000,000 under the terms of a will which requires the assets to be held and managed and the income therefrom to be expended by the Institute for its general purposes. As of August 31, 1976, \$1,994,754 has been received and recorded as an addition to endowment funds. The remainder of the gift has not been received and accordingly has not been reflected in the financial statements.

(5) Endowment and Similar Funds

Investments are recorded at cost; investments received by gift are carried at market value at the date of acquisition. Substantially all assets of such funds are pooled on a market value basis.

The carrying values and market values of investments at August 31, 1976 and 1975 were as follows:

	<u>1976</u>		<u>1975</u>	
	<u>Carrying value</u>	<u>Market value</u>	<u>Carrying value</u>	<u>Market value</u>
Bonds	\$ 2,905,994	2,733,588	2,372,913	2,022,231
Stocks	5,398,436	6,299,901	3,627,887	4,002,733
Short-term investments	<u>780,736</u>	<u>780,736</u>	<u>411,434</u>	<u>411,434</u>
	<u>\$ 9,085,166</u>	<u>9,814,225</u>	<u>6,412,234</u>	<u>6,436,398</u>

Information concerning any restriction of principal on funds valued at approximately \$1,000,000 is not currently available. Therefore, these funds are included in the financial statements as endowment funds as the most conservative accounting treatment.







Class of 1976

OAK HILL SCHOOL

Founded 1893

THE CONNECTICUT INSTITUTE FOR THE BLIND

Frank Johns, Jr., Superintendent

120 Holcomb Street
Hartford, Connecticut 06112

Area Code 203
Hartford 242-2274

DEED OF GIFT OR BEQUEST

I hereby give to The Connecticut Institute for the Blind, a nonprofit corporation organized under the laws of Connecticut, the sum of \$ _____ for its unrestricted uses and purposes.*

Name _____

Address _____

*Memorial or special purpose gifts are also welcome. All gifts and bequests are tax deductible.

